ACADEMIC INTERVENTIONS FOR KS3

CLASSROOM INTERVENTIONS

Quality Teaching First: The consistent delivery of high-quality, inclusive teaching that meets the needs of all pupils through effective classroom practice. It is characterised by high expectations, clear explanations, expert subject knowledge, effective assessment, and adaptive teaching strategies that enable all learners to access and succeed within an ambitious curriculum.

Scaffolding: A teaching strategy in which structured support is provided to pupils to help them access new learning, develop understanding, and complete tasks successfully.

Adaptive Teaching: A responsive approach to teaching that involves adjusting instruction, support, resources, questioning, and learning activities to meet the diverse needs of pupils within a class.

Live Feedback: An immediate, responsive approach to assessment in which teachers provide verbal or written guidance during the learning process.

Retrieval Practice: A structured learning strategy that requires pupils to actively recall previously taught knowledge from memory. Retrieval practice helps pupils store information in their long-term memory.

Progress Time: A dedicated lesson delivered following an assessment, designed to address identified misconceptions, close gaps in knowledge, and consolidate learning

INTERVENTIONS OUTSIDE THE CLASSROOM

Home Learning: Refers to learning activities completed by pupils outside of timetabled lessons that are designed to reinforce, extend, or prepare for curriculum content. It provides opportunities for pupils to consolidate knowledge, develop independent study habits, practise key skills, and take greater responsibility for their learning.

After School Interventions for Core Subjects: After-school interventions are targeted support sessions delivered beyond the normal school day to enhance pupils' attainment and progress in core subjects.

Data Action Reports: Data Action Reports are structured analytical documents that use assessment, attendance, behaviour, and pastoral data to identify strengths, areas for development, and targeted actions to improve pupil outcomes.

Curriculum Reviews: A systematic process of evaluating the design, implementation, impact, and effectiveness of the curriculum to ensure that it remains ambitious, coherent, inclusive, and responsive to the needs of all pupils.